

Teaching Work Sample Unit

Name: Emily Jensen

Unit title: Human Machine

School District/School: Watertown School District- Mellette Elementary

Grade level: 4th Grade

Work Sample Component	Resources	Student Assignments
Worksample Handbook		
Contextual Factors	• Overview Video #1 • Video #2 • DOE website	1. Contextual Factors Paper Completion Date: 08/26/2024
Backward Design	• Backwards Design Overview	1. Article 2. Assignment Link: Completion Date: 08/27/2024
Goals, Objectives & Assessments	• Video • SD State Standards • Writing Clear Objectives • Examples of Formative Assessments	1. Unit Goals, Objectives & Assessments Completion Date: 09/22/2024
Lesson Plans	• Video • Lesson Plan Rubric	1. Lesson Plans- Start Date: 09/23/2024 Completion Date: 10/07/2024
Data Analysis/Summary	• Video	1. Analysis/Recommendations 2. Student Work Samples 3. Sample Report/Letter Completion Date: 10/09/2024

[Work Sample Completion Form](#) - to be completed by University Supervisor & Cooperating Teacher
[Work Sample Scoring Form](#)

[Contextual Factors Paper](#) (the paper is linked here!)

[Backward Design Assignment](#) (the assignment is linked here!)

Unit Goal(s), Objectives (I can statement) & Assessments

Human Machine

I will be doing my work sample on a science unit. The information and activities I will be doing with the students, as well as the content I will be teaching, all come from the online curriculum called "Mystery Science". I will link that curriculum [here](#).

The unit on the online curriculum is laid out like this;

- ☐ The unit has 4 lessons
- ☐ Each lesson has an exploration video for students to watch, discussion questions, then a hands on activity. Some lessons have a "wrap up" but not all.
- ☐ Within each lesson there is a lesson assessment. I will only be giving them a lesson assessment if I feel I have not gathered enough clarity that the students have grasped the content taught, from the data I will acquire with the formative assessments I will do throughout the lesson.
- ☐ There is one summative assessment at the end that I will give to the students once the unit is complete.

Pre-Assessment

- Assessment Used: [Google Forms](#)
Students were given this link on their google classroom, they were given time to complete and were told that I just want to see what they learn. Students receive a score at the end. They were instructed that the score they receive means nothing as this is a "pre" assessment and they will learn this content throughout the next couple weeks.
- Analysis: My pre-assessment data analysis can be found on this [Google Doc!](#)

Unit Goal(s)/Standard(s)

- Unit Goal:
 - In this unit, students will be learning and investigating the structure and function of the human body through various exploration videos, discussion questions, and hands-on activities. By the end of the unit, students will be able to explain the functions of the bones and muscles in the body and how they are interconnected, how our eyes work with light and how it impacts our vision, and finally how our brains react to various stimuli.
 - Students will show proficiency in understanding of the content through formative assessments/ check-ins such as; completion of the hands-on activities and the communication during the class discussions, as well as the summative assessment at the end of the unit.
- Essential Questions:
 - Lesson 1: Why do our muscles bulge? (Muscle and Skeleton)
 - Lesson 2: What do people who are blind see? (Light, Eyes, and Vision)
 - Lesson 3: How can some animals see at night? (Structure and Function of Eyes)
 - Lesson 4: How does your brain control your body? (Brain, Nerves, and Information Processing)

Daily Goals/Objectives/Formative Assessments:

Summative Assessment

- Assessment Used: [Google Forms](#)
Students were given the same assessment as the pre-assessment.

Lesson Plans

[Lesson Plan 1](#) Human Machine Lesson 1 Exploration

[Lesson Plan 2](#) Human Machine Lesson 1 Hands-on Activity

[Lesson Plan 3](#) Human Machine Lesson 2 Exploration

[Lesson Plan 4](#) Human Machine Lesson 2 Hands-on Activity

[Lesson Plan 5](#) Human Machine Lesson 3 Exploration

[Lesson Plan 6](#) Human Machine Lesson 3 Hands-on Activity

[Lesson Plan 7](#) Human Machine Lesson 4 Exploration

[Lesson Plan 8](#) Human Machine Lesson 4 Hands-on Activity

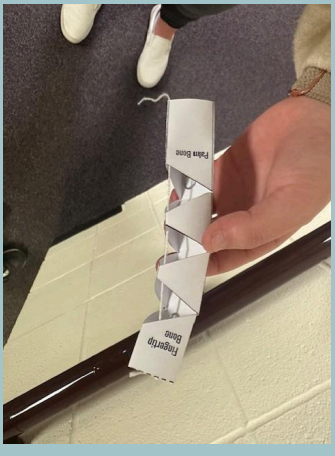
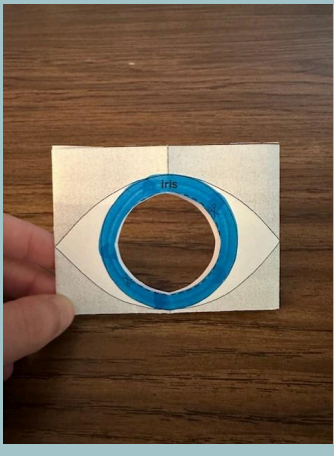
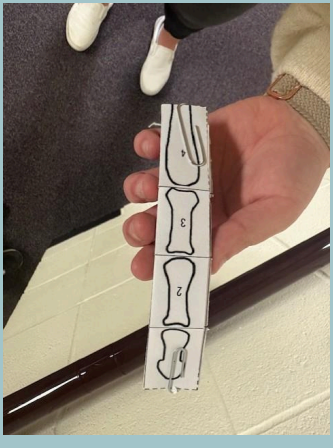
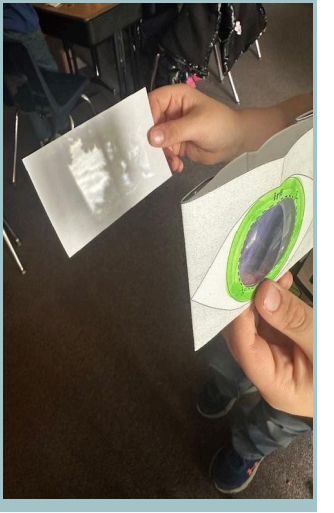
Analysis/Recommendations

Post Assessment Analysis: my post assessment data can be found on this [google doc](#)

I added my question responses to the slideshow that also has the question responses from the pre-assessment. That can be found [here](#)

My feedback on the unit and the assessment analysis can be found [here](#).

Student Work Samples

Lesson 1 (robot finger)	Lesson 2 (eye model)	Lesson 3 (pupil cards)	Lesson 4 (Think fast)
			Think Fast Video
			
Robot Finger video			

[Sample Report/Letter](#) (the sample letter is linked here!)

Scoring Rubric

Teaching Work Sample Criteria Not Met		Teaching Work Sample Criteria Met	
Does Not Meet Expectations Significant discrepancies from criteria 0	Emerging Some components do not meet criteria 1	Meets Expectations All criteria met- product components complete 2	Exceeds Expectations Exemplary work- product exceeds expectations 3
<i>*Teacher candidates must receive a minimum score of 2 in all categories. If the teacher candidate receives a 0 or 1 in any section, the candidate must correct and resubmit the section for reevaluation.</i>			

Contextual Factors	<i>Information regarding community/school district, school, classroom, and student characteristics</i>	Score(s): CT: US:
3	Exemplary work: exceeds expectations in all or most project requirements; includes original or unique components that evidence original thinking; high-quality professional product	
2	This section includes information regarding understanding the characteristics of the: community, school district and school factors classroom and student characteristics instructional implications for the above	
1	The teacher candidate appears to understand the requirements, but the response is incomplete and/or incorrect in some way.	
0	The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	
Goals, Objectives, and Assessments	<i>Goals and objectives based on the unit of study (generally 1-2 weeks in length), vary in kind and length but include concept attainment, application of knowledge and skills, and gathering of data (assessment) to demonstrate skills</i>	Score(s): CT: US:
3	Exemplary work: exceeds expectations in all or most project requirements; includes original or unique components that evidence original thinking; high-quality professional product	

2	This section includes: unit plan which includes goals based on assessment of students' current level of performance goals and objectives consistent with district and state standards, goals, and benchmarks objectives which describe expected actions or behaviors and conditions under which students will meet the objectives objectives which are expressed in observable and measurable terms appropriate number of objectives per lesson (usually 2-5) which are linked to state content standards Pre-assessment, formative assessment, post-assessment Assessments aligned properly to objectives Samples of student work	
1	The teacher candidate appears to understand the requirements, but the response is incomplete and/or incorrect in some way.	
0	The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	
Lesson Plans	<i>Daily lesson plans to accomplish the learning goals for the identified group(s) of students</i>	Score(s): CT: US:
3	Exemplary work: exceeds expectations in all or most project requirements; includes original or unique components that evidence original thinking; high-quality professional product	
2	Daily lesson plans identify/include the following: reflection for each lesson at beginning of next days' lesson and in the reflection log contextual factors/learner characteristics goals and objectives aligned to state standards an appropriate and organized selection of instructional materials and equipment assessment introduction content delivery closure an estimation of the time required for each part of the lesson enough details for a substitute teacher adaptations and modifications for students with special needs appropriate adjustment based on reflection of previous lesson(s) technology embedded in the lesson as a natural part of the instruction	
1	The teacher candidate appears to understand the requirements, but the response is incomplete and/or incorrect in some way.	

0	The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	
Data Analysis/Summary	<i>Data related to learning gains or lack thereof resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction and including planning for future instruction. Also, samples of reporting progress to parents or guardians and students.</i>	Score(s): CT: US:
3	Exemplary work: exceeds expectations in all or most project requirements; includes original or unique components that evidence original thinking; high-quality professional product	
2	This section includes: analyzed data from pre-, on-going and post-assessment for individuals and the class summarized data on student achievement in relationship to instructional objectives recommendations for future instructions are written from analysis of all data a sample report describing unit and over-all results or a sample letter to student's parents/guardians describing results student work samples from throughout unit	
1	The teacher candidate appears to understand the requirements, but the response is incomplete and/or incorrect in some way.	
0	The teacher candidate does not appear to understand the requirements and makes little or no attempt to respond.	